

Inventory of *Doing What Works* (dww.ed.gov) Professional Development Materials

Topic: *Reducing Behavior Problems in Elementary School Classrooms (RBP)*

TOPIC SUMMARY		
Title/Media Type	Who	Description
<i>Addressing Student Problem Behavior</i> Multimedia Overview 9:26 min		<ul style="list-style-type: none"> This multimedia overview describes 5 practices to help elementary school teachers reduce the frequency of common types of behavior problems and promote positive behavior. Disruptive and aggressive behavior has a negative impact on students' well-being and learning outcomes. Research has shown that several practices can be used effectively to reduce behavior problems in elementary schools.
<i>Reducing Behavior Problems in the Elementary School Classroom</i> Visual Diagram		<ul style="list-style-type: none"> The diagram can be used as a visual reminder of the 5 practices recommended by an IES expert panel and how the practices relate to each other. Teachers can exert a powerful effect on students' behavior. Explicit instruction of social and emotional skills and effective management of the classroom environment can reduce student problem behavior. These strategies may be supported by data gathering, collaboration with teachers, parents, and experts, and a systemic approach that involves all school staff.
<i>Reducing Disruptive Behavior: A Multifaceted Challenge</i> Expert Interview 6:23 min	Michael H. Epstein, Ed.D. University of Nebraska-Lincoln	<ul style="list-style-type: none"> The Chair of the expert panel describes how the Practice Guide offers five practices for teachers and school administrators. The recommendations promote positive student-student and student-teacher social interactions for student learning and academic growth. In schools characterized by diverse student populations, teachers and administrators need to develop cultural awareness to be able to better understand student needs. Ongoing data collection is critical for the success of any intervention.

Topic: *Reducing Behavior Problems in Elementary School Classrooms (RBP)*

Practice: *Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. (Describe Behavior)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Describing Behavior Problems in the Classroom</i> Multimedia Overview 5:29 min	<ul style="list-style-type: none">• This multimedia overview describes the importance of using data to inform the selection and implementation of classwide and individual behavior interventions.• With the help of school and district counselors and behavior specialists, teachers can observe, analyze data, and plan interventions.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Examining the Causes of Disruptive Behaviors</i> Expert Interview 4:19 min	Sarup Mathur, Ph.D. Arizona State University	<ul style="list-style-type: none">• Dr. Mathur describes how collecting and analyzing behavioral data can give teachers insight into why a student is acting out and describe how the behavior problem can affect learning.• Understanding the motivations behind problem behaviors allows teachers and other staff to design interventions that get at the root of the behavior and are more effective than interventions unsupported by data.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Using a Data System to Monitor Student Behavior</i> Slideshow w/o audio (7 slides)	Hidden Hills Elementary School Phoenix, AZ	<ul style="list-style-type: none"> The school intervention team uses a comprehensive data collection process that builds on a variety of reporting forms as well as individual conversations with students. The data system generates a variety of custom reports of behavior incidents, their triggers, locations, and consequences. 	No Sample Material
<i>Team Analysis of Student Behavior</i> Classroom Video 4:41 min	Lynette Geake Jennifer Whitted Donna Loughne Beverly Hall Hidden Hills Elementary School Phoenix, AZ	<ul style="list-style-type: none"> A principal, school psychologist, behavior support specialist, and program support teacher discuss a student's disruptive behaviors. Team members share contextual information and expertise as they brainstorm to determine a plan to collect behavioral data for this student. Possible intervention paths are devised. 	No Sample Material
	P.S. 269 Nostrand Brooklyn, NY		<i>School Climate Survey</i> —A mid-year student survey consisting of 34 statements that describe various components of a learning environment. It is designed to help staff assess student perceptions of the school's social-emotional climate.
	Hidden Hills Elementary School Phoenix, AZ		<i>Bully Report and Incident Report Forms</i> —These data and assessment forms are used for students who have experienced or witnessed a conflict or act of bullying. Students fill out the report when they'd like the principal or another adult to intervene.



DO WHAT WORKS	
Tool	Description
<i>Learning Together: Getting the Most Out of Behavior Data</i>	This is an outline for a workshop that focuses on educating teachers about collecting and analyzing student-level behavior data.
<i>Problem Behavior Logs</i>	This log is designed for elementary school teachers to record and assess the behavior patterns of their students to help plan interventions. It includes three logs for tracking the behaviors, contexts, antecedents, and consequences of behavior incidents observed during school.
<i>Teacher Self-Reflection: Describing Student Behavior</i>	This self-reflection is designed to help teachers and other staff ensure that they chronicle all aspects of the problem behavior, its context, and potential antecedents and reinforcements. The checklist includes questions to consider while assessing the behavior and formulating an intervention plan.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on describing behavior problems.

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Practice: *Modify the classroom learning environment to decrease problem behavior. (Modify Environment)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Modifying the Classroom Environment to Reduce Behavior Problems</i> Multimedia Overview 5:16 min	<ul style="list-style-type: none">• This multimedia overview shows that classroom environment has a profound effect on student behavior, attitudes, and ability to learn. It encompasses the physical arrangement of the classroom (seating, lighting, layout, posters) as well as classroom management, rules, routines, and regulations.• Involving the class in classroom behavior expectations early in the school year and revisiting expectations regularly creates a space where students feel safe, cared for, and respected. In this kind of environment, they are better able to focus and learn.• It is important for the teacher to model the classroom behaviors and routines and provide opportunities for practice to ensure that students understand what is expected of them. When students improve their behavior or act in accordance with class rules, teachers can provide praise and rewards to reinforce this type of behavior.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Modifying the Learning Environment to Reduce Problem Behavior</i> Expert Interview 5:16 min	Douglas Cullinan, Ed.D. North Carolina State University	<ul style="list-style-type: none">• Dr. Cullinan describes ways in which educators can support positive and orderly behavior in the classroom by managing time, space, rules, and routines.• Teachers should expect all students to behave appropriately and to follow classroom rules.• Teachers should revisit the use of time, space, rules, and routines to refine them and to provide an environment supportive of positive behavior.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>How to Build a Positive Classroom Environment</i> Video Interview 4:46 min	Rachel Moran P.S. 269 Nostrand Brooklyn, NY	<ul style="list-style-type: none"> A 4th-grade teacher describes steps used to build a positive classroom environment. Teachers use various strategies, materials, and hand signals to maintain a positive classroom. 	No Sample Material
<i>Observing Classroom Management and Organization Practices</i> Video Interview 5:07 min	Kelly Waugerman Everett Area Elementary School Everett, PA	<ul style="list-style-type: none"> A 4th-grade teacher explains her role as a student behavior and engagement coach. Coaches observe assigned teachers at least monthly and provide feedback and assistance on their proactive classroom management skills and interactive instructional strategies. 	<i>Coach's Checklist</i> —Coaches use this checklist as they observe their peers and note whether the teacher demonstrates proficiency in such areas as classroom management, instructional strategies, and a healthy learning environment.
	Hidden Hills Elementary School Phoenix, AZ		<i>Behavior Matrix</i> —This resource is a way of communicating and reinforcing expected student behavior. It divides rules into three categories: promoting a safe school environment, healthy and socially responsible behavior, and a positive school climate. <i>Passport for Positive Behavior</i> —A student document used to teach positive behavior. Given at the beginning of the year to students, each page represents school ground locations. Students get a stamp when expected behaviors are completed during dedicated practice time.



DO WHAT WORKS	
Tool	Description
<i>Learning Together: Promoting a Positive Classroom Environment</i>	Use this tool to plan activities for an in-service for teachers on improving the classroom environment. Teachers will learn to make classrooms a more positive place and brainstorm ways to apply this practice.
<i>Behavior Feedback Cards</i>	Use these tools to set behavior expectations in the classroom and provide feedback to students and their families regarding student behavior.
<i>Classroom Management Checklist</i>	This tool provides a checklist for teachers to improve their classroom environment, including: the physical space, instructional practices, and class rules, routines, and expectations.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on modifying the environment to reduce behavior problems.



Topic: *Reducing Behavior Problems in Elementary School Classrooms (RBP)*

Practice: *Teach and reinforce skills to promote appropriate behavior. (Teach Skills)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Teaching Social Skills to Students With Behavior Problems</i> Multimedia Overview 5:41 min	<ul style="list-style-type: none">• Describes strategies to help students learn social skills and appropriate behaviors to promote academic and social-emotional development.• Provides instruction on relevant skills such as social problem solving, appropriate attention seeking, and self-management.• Instructional strategies may include concrete examples, continual practice, and teacher feedback.• Reinforcement should be awarded during or immediately following positive behavior. If immediate reinforcement is not feasible, teachers can use “token” awards.• This kind of instruction does not have to be segregated into separate programs but can be integrated into everyday instruction.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Teaching and Rewarding Positive Behavior</i> Expert Interview 5:53 min	Marc Atkins, Ph.D. University of Illinois	<ul style="list-style-type: none">• Dr. Atkins explains the importance of teaching, modeling, and reinforcing positive behavior.• Students benefit from explicit instruction, including: teacher feedback, modeling, and guided practices.• Positive reinforcement of individual students’ appropriate behavior is an effective way to reduce classroom disruption. Rewards may be provided to the student or to his/her classroom.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>Strategies for Teaching Social-Emotional Skills</i></p> <p>Slideshow w/o audio (11 slides)</p>	<p>Ms. Mendez P.S. 24 Brooklyn, NY</p> <p>Mr. Griffith P.S. 269 Nostrand Brooklyn, NY</p> <p>Ms. Wimmer Ms. Rea Hidden Hills Elem. Phoenix, AZ</p> <p>Ms. Bulger Everett Area Elem. Everett, PA</p>	<ul style="list-style-type: none"> This slideshow features the varied instructional approaches used by 5 elementary school teachers to engage students in learning social-emotional skills. With younger students, teachers utilize concrete and colorful approaches, such as puppets and picture books, to connect with students. With older students, teachers use more abstract strategies, such as graphic organizers, self-monitoring charts, and in-depth discussions. Students can practice new skills through group work and peer conflict resolution programs. 	No Sample Material
<p><i>Jaguar Academy</i></p> <p>Video Interview 4:07 min</p>	<p>Fequire Lazare P.S. 269 Nostrand Brooklyn, NY</p>	<ul style="list-style-type: none"> A school psychologist describes a program aimed at promoting positive behavior through sports. The program targets a sub-group of students characterized by persistent behavior problems. Students set goals to improve specific behavior skills as recommended by their teachers. If they meet their goals, students are rewarded by weekly sports activities. 	<p><i>Jaguar Academy Behavior Goals Worksheet</i>—A resource completed collaboratively with student, teacher, and appropriate expert staff to set and measure weekly behavior goals.</p>
<p><i>Learning to Relate to Each Other</i></p> <p>Classroom Video 6:49 min</p>	<p>Joy Rea Kay Wimmer Hidden Hills Elementary School Phoenix, AZ</p>	<ul style="list-style-type: none"> A 5th-grade teacher describes how she uses cooperative learning and graphic organizers to teach concepts of social-emotional learning. A 1st-grade teacher discusses how to handle social problems with students and uses role play for practice. 	No Sample Material

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Positive Reinforcement Strategies to Promote Prosocial Behavior</i> Audio Interview 3:07 min	Diane Wilton Martin Luther King Elementary School Edison, NJ	<ul style="list-style-type: none"> • A principal explains the philosophy behind using positive reinforcement to reduce behavior problems. • Teachers get students involved in designing classroom rules and expectations. • Staff reinforce good behavior with student incentives such as extra recess time and game time. 	<i>Marble-ous Process</i> —A resource that describes how whole classes receive rewards when they reach their behavior goals, measured by the number of marbles in the marble jar. The good behavior of individual students contributes to the number of marbles in the jar.
<i>Practice Opportunities for Peaceful Conflict Resolutions</i> Video Interview 4:21 min	Emma Gonzalez P.S. 24 Brooklyn, NY	<ul style="list-style-type: none"> • A mediation coach explains the purpose of the peer mediation program, defines “peace helpers,” and describes the benefits students receive from being mediators. • Peace Corner is a strategy used to teach students how to solve minor problems in the classroom. • There is a schoolwide approach to teaching mediation skills, which has evolved into a leadership model. Students become leaders and role models throughout the entire school. 	<i>Peace Helper Training Sheet</i> —A handout that describes the Peace Helper role and provides steps they can use to promote peace in their classroom. <i>Student Behavior Contract</i> —A tool recommended for upper elementary grade levels to help students who need more supervision to help positively manage behavior. The contract is developed by the student, with help from his/her teacher, and gives the student prompting questions.
	P.S. 269 Nostrand Brooklyn, NY		<i>Daily Behavior Reports</i> —3 tools teachers use for tracking student behavior. The first form provides students with visual feedback from their teacher in response to their behavior. The second form allows students and teachers to collaborate on setting behavior goals. The third form measures student’s daily academic engagement & behavior.

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Title/Media Type	Who	Description	Sample Material
	Everett Area Elementary School Everett, PA		<i>Tattletale Lesson Plan</i> —A 2nd-grade lesson used to help children recognize the difference between a “reporter” and a “tattletale.” <i>Problem Solution Chart</i> —A student work chart used to facilitate social problem solving by students in a solution-oriented rather than a reactive manner. Students learn to identify solutions and possible consequences to the solutions.
	Harmony Hills Elementary School Silver Spring, MD		<i>The Blue Slip</i> —A resource system staff use for “catching” a student doing something good. Adults record what they see, noting the rules they saw the student following.
	Hidden Hills Elementary School Phoenix, AZ		<i>Principal’s Positive Phone Calls</i> —A positive reinforcement strategy targeting students who would benefit from positive attention to encourage positive behavior. The purpose is to recognize students who are going above and beyond to try their best and are often recognized publicly.



DO WHAT WORKS	
Tool	Description
<i>Learning Together to Teach and Reinforce Appropriate Behavior Skills</i>	Use this tool in a workshop to introduce teachers to key ideas about how to teach students socially and behaviorally appropriate skills.
<i>Self-Reflection: Providing Positive Reinforcement for Inappropriate Behaviors</i>	This self-reflection tool is designed for teachers to consider whether their current behavior management strategies are based on the idea of positive reinforcement.
<i>Planning Together: Aligning Classroom Rules With Positive Behavior Skills</i>	This planning tool can help teachers create five succinct classroom rules that are based upon the principles of positive reinforcement.
<i>Integrating Social Skills Instruction Into the Curriculum</i>	Teachers and administrators may use this tool to facilitate the identification of instructional and organizational strategies for the integration of social and behavior skills training into the curriculum.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on teaching skills to promote appropriate behavior.

Topic: *Reducing Behavior Problems in Elementary School Classrooms (RBP)*

Practice: *Draw on relationships with professional colleagues and students' families for continued guidance and support. (Collaborative Relationships)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Reducing Behavior Problems in the Elementary School Classroom Through Collaborative Relationships</i> Multimedia Overview 5:57 min	<ul style="list-style-type: none"> Teachers are better equipped to address classroom behavior problems when they have opportunities for informal and formal collaboration with other teachers, behavior specialists, and parents. Principals can establish a regular meeting time for teacher collaboration. Teachers can describe their challenges, seek feedback, and develop actionable steps to improve behavior. Working with a behavior specialist can help teachers understand the problem behaviors and learn strategies to address them. Parents can collaborate with teachers to share ideas and strategies that they have tried at home. Teachers and parents can serve as partners in improving a child's behavior.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>The Importance of Teachers, Specialists, and Parents Working Together to Improve Behavior</i> Expert Interview 6:11 min	Krista Kutash, Ph.D. University of South Florida	<ul style="list-style-type: none"> Teachers should collaborate with colleagues, behavior specialists, and parents to manage student behaviors in their classrooms. Teachers can build on formal and informal coaching where teachers observe one another and provide feedback on the management strategies used and suggestions for improvement. Behavior specialists can provide support, bring new ideas, and provide additional perspectives on managing disruptive behaviors. Establishing strong relationships and good communication with parents is important for managing student behavior. Communication with parents should go beyond routine activities, e.g., positive notes.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>A System for Teacher Collaboration to Reduce Behavior Problems</i> Audio Interview 4:15 min	Robin Weaver Harmony Hills Elementary School Silver Spring, MD	<ul style="list-style-type: none"> A principal explains the Collaborative Action Process (CAP) at her school, in which teachers get advice on dealing with specific behavior problems from a team of experts and teachers. CAP involves a series of steps: problem identification, problem analysis, intervention planning and implementation, and monitoring and evaluation. 	<i>Collaborative Action Process</i> —This professional development material is designed to build general education teachers' capacity in supporting students with behavior and/or learning problems. Teachers will work collaboratively in identifying problem, analyzing data, planning an intervention, and monitoring and evaluating the intervention.
<i>Creating Strong Relationships Through Parent Workshops</i> Video Interview 5:00 min	Tamara Estrella P.S. 24 Brooklyn, NY	<ul style="list-style-type: none"> A Parent Coordinators describes her role as a liaison between parents and school staff, creating strong relationships so families come to view the school as a resource. Family workshops help parents with mediating conflicts, improving English, encouraging healthy eating, and assisting their children academically. Trust between families and school staff is essential. 	<i>Levels of Parent Involvement</i> —This worksheet helps school staff describe and clarify parental involvement recommendations. The involvement is categorized into 5 major categories; steps parents can take are identified within each category.
<i>Everyone Becomes Involved</i> Video Interview 5:08 min	Sharon McNamara Everett Area Elementary School Everett, PA	<ul style="list-style-type: none"> A Family Support Facilitator describes workshops in which parents and children practice handling difficult situations. Workshops cover topics such as bullying, internet safety, and refusal skills. Workshops include group activities and role playing. 	<i>Family Workshop: Refusal Skills</i> —A workshop activity where children can identify and have answers ready to refuse to participate in risky behaviors, then practice the skills with a parent. <i>Family Meeting Agenda: Teaching Refusal Skills</i> —Outlines steps that families can take to teach their children refusal skills. <i>Parent Workshop: Developing Effective Guidelines</i> —A parent workshop activity to help parents work with children on good behavior skills at home.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>It Takes a Village to Raise a Socially and Emotionally Competent Child</i> Audio Interview 4:34 min	Robert Kuter School 35–Pinnacle Rochester, NY	<ul style="list-style-type: none"> • A principal discusses programs in place that work together to help reduce behavior problems. • It takes many staff at all levels using different strategies to make a difference in students' lives. • A school intervention team helps teachers resolve problems in the classroom. Teachers have a team of people with whom they can discuss intervention strategies. 	No Sample Material

DO WHAT WORKS	
Tool	Description
<i>Learning Together: Formats for Teacher Collaboration</i>	Use these activities to design a workshop to help teachers consider formats for peer collaboration.
<i>Planning for Collaboration With Parents</i>	Teachers can use this planner to strategize effective ways to establish collaborative relationships with parents.
<i>Principal Self-Reflection: Collaboration With Experts</i>	This tool provides a checklist for principals to reflect on current practice and to identify improvement actions in order to effectively build on collaboration with behavior experts.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on developing collaborative relationships.

Topic: *Reducing Behavior Problems in Elementary School Classrooms (RBP)*

Practice: *Implement schoolwide strategies that are evidence-based and aligned with school needs and goals. (Schoolwide Approach)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Using a Schoolwide Approach to Reduce Behavior Problems in the Classroom</i> Multimedia Overview 5:30 min	<ul style="list-style-type: none"> • The way schools handle disruptive behavior sets a tone for all students and has a deep impact on the school climate. • Before implementing a schoolwide behavior approach, the school will need to conduct a needs assessment to identify common behavior problems, their locations, and resources available for intervention. • School leadership teams are often useful for identifying needs, monitoring implementation, and assessing progress. • Principals and school leadership teams may choose to develop a system for themselves, or implement a packaged program.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>The Importance of a Schoolwide Approach</i> Expert Interview 4:47 min	Sarup Mathur, Ph.D. Arizona State University	<ul style="list-style-type: none"> • Dr. Mathur describes ways in which a schoolwide approach can help reduce behavior problems, promote students' prosocial behavior, and improve academic outcomes. • A schoolwide approach involves all staff on campus. • An effective schoolwide approach is data-driven to guide implementation and evaluate results. • Schoolwide approaches benefit from having a schoolwide leadership team to guide implementation and provide monitoring and guidance.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>A Notably Peaceful School Climate</i> Presentation 4:47 min	Mariana Gaston P.S. 24 Brooklyn, NY	<ul style="list-style-type: none"> This presentation shows how teachers approach problem behaviors by having honest conversations with children. Teachers ask students to write down what happened, what role they played, and what they think they could have done differently. Students receive regular classroom lessons in “The 4Rs” (Reading, Writing, Respect, & Resolution). 	No Sample Material
<i>Designing a Schoolwide Approach to Reduce Behavior Problems</i> Video Interview 4:43 min	Lynette Geake Hidden Hills Elementary School Phoenix, AZ	<ul style="list-style-type: none"> A principal describes an analysis of what, where, and when problem behaviors were occurring in order to determine a schoolwide discipline plan. Implement consistent behavior rules in all areas of the school (e.g., classrooms, buses, libraries). Behavior expectations should be positively stated, and good behavior should be positively rewarded. 	<i>Behavior Matrix</i> —This matrix lists rules by location and category to promote a safe environment, healthy and socially responsible behavior, and positive school climate. <i>Passport for Positive Behavior</i> —Given at the beginning of the year to students, each page represents school ground locations. Students get a stamp when expected behaviors are completed during dedicated practice time.
<i>Developing Teaching and Management Practices for Healthy Academic and Social Behavior</i> Video Interview 5:25 min	Shawn Kovac Everett Area Elementary School Everett, PA	<ul style="list-style-type: none"> A principal discusses the implementation of K–6 programs focused on proactive classroom management and engaging instruction. Two additional social-emotional programs are in place: one targets kindergarten students and one is for 6th graders. 	No Sample Material

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Title/Media Type	Who	Description	Sample Material
<i>Peace Day Rally</i> Audio Interview 4:03 min	Phyllis Corbin P.S. 269 Norstrand Brooklyn, NY	<ul style="list-style-type: none"> A principal describes Peace Day’s aim to deliver the “message of peace” to be heard throughout the community and have a lasting effect on students. Each class has banners, posters, and displays that reflect the work they have done on peace lessons. 	No Sample Material
<i>Using Social-Emotional Learning Standards to Guide a Schoolwide Approach</i> Audio Interview 5:11 min	Vicki Hodge Baxter Elementary School Anchorage, AK	<ul style="list-style-type: none"> A principal describes the social-emotional learning (SEL) standards used at the school and how they are intertwined into the curriculum. The district developed the SEL standards on which the curriculum is based. They include four goals: Self-Awareness, Self-Management, Social Awareness, and Social Management. 	<i>Social and Emotional Learning: Standards and Benchmarks</i> —A document that illustrates the districtwide SEL goals, standards, and benchmarks.
<i>State Support of Schoolwide Change Efforts</i> Audio Interview 4:15 min	Peggy O’Reilly Perkie Cannon New Jersey Department of Education Office of Special Education Trenton/Morris Plains, NJ	<ul style="list-style-type: none"> Two state administrators discuss implementing a schoolwide model for behavior improvement. The goal is to develop supportive and knowledgeable personnel who will be responsive to the needs of students in special education within the general education setting. School-based teams receive training to facilitate the work to establish positive behavior supports. 	No Sample Material
<i>Long–Term Strategic Planning in Bedford County</i> Audio Interview 4:11 min	Lyn Skillington United Family Services Bedford County, PA	<ul style="list-style-type: none"> A program administrator describes a county risk and resource assessment that led to the discovery of a need for a common program across all the districts’ elementary schools. Through grant funding, the county implemented 3 programs to teach students social-emotional skills 	No Sample Material



SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
		<p>and provide consistent classroom management and instructional strategies across all K–6 classrooms.</p> <ul style="list-style-type: none"> The key to success is allocating sufficient resources and maintaining strong communication. 	
	School 35–Pinnacle Rochester, NY		<i>Behavior Intervention Process</i> —A flowchart for staff that describes the multi-step Behavior Intervention Process. Answers to commonly asked questions about the process are included.

DO WHAT WORKS	
Tool	Description
<i>Learning Together About Schoolwide Approaches to Reducing Behavior Problems</i>	Use this tool in a workshop to deepen teachers’ understanding of schoolwide approaches for reducing behavior problems.
<i>Principal Self-Reflection: Schoolwide Approaches to Reducing Behavior Problems</i>	A self-reflection tool for administrators to look at current schoolwide approaches to behavior problems. Key areas for consideration are: School Improvement Team, Hot Spot Data Collection, Monitoring of Implementation and Outcomes, and Considerations for Adoption of a Multi-component Program.
<i>Planning for Implementation and Tracking Schoolwide Behavior Strategies</i>	An adaptable planning framework designed to help guide school principals when creating a plan to implement schoolwide strategies to reduce behavior problems and promote a positive school climate.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on implementing a schoolwide approach to address behavior issues.